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ABSTRACT

Many researchers in the field of education and psychology have been aware of the tremendous impact of the environment as a complex system on human development. By providing and creating the most favorable environment for children, active and wholesome social development is promoted. Three principle areas of concern in creating a quality early childhood education environment are: (1) the environment's effect on the social development of children; (2) the creation and provision of the physical setting; and (3) the provision of a psychological environment. The physical setting includes a pleasant safe and hygienic environment, arrangement of activity space, and material provision for activities. The psychological environment, denoted as the interpersonal relationships and general psychological atmosphere of a preschool, is the most important aspect in a preschool situation. Key components are: interaction between teacher and children, establishment of a caring and loving atmosphere among peers, and teacher-to-teacher interaction. As important as the preschool environment is to social development of children, a family's socioeconomic status, member make-up, mode of interaction and methods of education also weigh heavily in a child's social development. Preschool teachers must be aware of the family environment and use it to promote wholesome social development in children. (LBT)

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主題演講（二）• KEYNOTE SPEECH II
(譯文 Translation)

The Creation of a Quality Environment for the Social Development of Children

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The impact of the environment on children's development is tremendous. It is particularly so in terms of their social development. As far back as 2000 years ago, the story of "mother Meng moving three times for her child" was popular. This proves that people, in the past, were already aware of the impact of the environment on the education and development of children. At present, parents endeavour to send their children to good preschools. Preschool workers also strive to give their preschools an attractive and beautiful environment, hoping that this will benefit the children's development. Yet what kind of environment will promote children's development exactly? As part of a study that stresses on how to promote the social development of children, I shall explore the issue of creating a quality environment for preschools.

1. The Environment's Effect on the Social Development of Children.

Over the century, many researchers in the field of education and psychology have been aware of the tremendous impact of the environment, as a complex system, on human development. The famous human development ecologist, Bronfenbrenner reckons that the environment, in which an individual develops, is a complex ecosystem that consists of a variety of small to large systems expanding and overlapping each other. Each system exerts its influence upon an individual's development via a specific form. The environment concretely exists in the life of the family, school, community and socio-cultural elements, as well as, in the interaction between the environment and the individual. The environment exerts its influence on different aspects of an individual's life at different stages. Based on Kurt Lewin's famous equation: 'behaviour is the functional relation of people and environment'; Bronfenbrenner reckons that development is the functional relation of people and environment, that is D = f (PE). In this equation, D stands for development, P stands for people and E stands for environment.

Bronfenbrenner's theory is extremely illuminating to preschool education. Amongst the micro, meso, exo and macro systems he has mentioned, 'microsystem is a pattern of activities, roles and interpersonal relationships experienced by the developing person in a given setting with particular physical and material characteristics. At the same time, it must include those with different characters, distinct temperament and belief systems' (Bronfenbrenner, 1989). How the

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microsystem influences children's education has aroused great interest amongst researchers. Owing to the young age and immature psychological development of young children, their physical and cognitive powers are still very weak. They do not know yet how to make an active impact on the environment, or choose their environment consciously; hence they are much affected by specific settings. Since childhood, children stay with their families and at preschools for the majority of the time and their encounters with parents, teachers and friends are the closest and most frequent. Their families and preschools then become the most important and influential microsystems. In recent years, based on their theories, researchers have looked into the microsystem of preschools and other microsystems which children are engaged in and they have yielded very fruitful results.

Their studies demonstrate that the physical setting and the use of space exert a big influence on children. These include the overcrowdedness of an area, the partition of space, the arrangement of material provision, outdoor play areas and activity equipment. The quantity, types, forms and ways of display of equipment are also influential. At the same time, the psychological, social setting (i.e. the psychic environment) is also important in directing the social development of children. Moreover, peer relationships, teacher-children relationships, teacher-teacher relationships and teacher-parent relationships etc. have also an immeasurable effect on the entire development of children and specifically on their social development.

Hence we must give full attention to the environment and see how it impacts upon the development of children. In paying attention to the environment where children grow up and trying to provide and create the most favourable quality environment for them, we can promote an active and wholesome social development in children.

2. The Creation and Provision of the Physical Setting

The physical setting includes the decoration and use of resources within preschools. In order to cultivate and educate the social development of children, the following must be considered.

i) Give children a pleasant, safe and hygienic environment

The design of the physical setting of preschools must take into account the pleasantness, safety and hygiene factors. These are easily thought of by all of us and many preschools and teachers have already accomplished these. But one point worth noting is the importance of getting the right balance. Right now, there are many preschools and teachers who have pay excessive attention on beautifying and decorating the preschool environment, making it colourful and lavish. This however, may not bring benefits to children; on the contrary, it may distract the children. Sometimes, exciting colours, complicated and beautiful decoration will draw anxiety, restlessness or other inappropriate behaviour from children. Hence, the decoration and arrangement of the inside and outside of preschools should put priority on simplicity, harmony and pleasantness.

Such an environment not only gives children an aesthetic cultivation; it also gives them a feeling of comfort, pleasure and security.

ii) The arrangement of activity space

Activity space is the area where children and teacher, children and children interact the most. The different characteristics of activity space affect to a very big extent the social interaction and social behaviour of the children. In arranging the activity space, one should pay attention to the following:

First is the partition of the activity space. In an activity room (i.e. classroom), space is usually divided into different areas, for example the learning corner, the toy corner, the reading corner, the art corner, the music and dance corner or the home corner etc. This is to facilitate children in starting different activities. This way of dividing up the space certainly has its own merit. However, one needs to note that this should be beneficial to the interaction amongst children and between children and teachers. The board and shelves used for partition should not be too high; in particular, movement between corners should not be restricted nor should there be rigid limit on numbers. Otherwise, the activity area would impair the full and free interaction of children.

In terms of the outdoor space, not only should the play area of the upper, medium and lower classes be arranged, the common/multipurpose area which the whole preschool uses should also be considered seriously, so that it can facilitate children of different age groups to interact. For instance, in the mainland, some preschools would periodically open some points in their vast, public, outdoor gross motor playgrounds for the whole country. At each point, there are one or two teachers present to instruct and supervise. Children then freely choose the points they want to join with their friends. This is a very salutary way and of arranging the outdoor space.

Furthermore, spatial density and the number of people in a group should be considered. Spatial density denotes the number of children per unit space in a fixed area of space. This is an important factor affecting the social development of children. Studies from China and the west have all discovered that if the spatial density of the activity area/classroom is above a certain limit, more fights, quarrels, snatching or other negative social behaviour would occur during their play. If the spatial density is too low however, this would be disadvantageous to the interaction of children (Zhu, K.H., 1996, Smith, P.K., 1982, Loo, C.M., 1972). Hence when arranging the space, spatial density should be appropriate; both crowdedness and scarcity should be avoided. Too many or too few people in a certain play corner or within a group discourage positive social behaviour and interaction.

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Lastly, the quality and size of the activity space should meet the various needs of children. A large space allowing the entire class to have mass activities and small spaces where individual children can be alone should be provided if social development of children is encouraged. One point, in particular, is that a quiet, enclosed private corner should be arranged. This is important in meeting children's need of being alone or their need for emotional interaction.

iii) Material provision for activity

In the physical setting of preschools, the provision and arrangement of material resources will affect children immensely. Their types, characteristics, quantity, the way they arranged and displayed are all closely related to the social development of children.

First, appropriate types of material and equipment should be provided. Material resources needed in preschools can be divided into the following types - learning, music, art, play, manipulative etc - according to their functions and purposes. Current studies illustrate that with respect to the social development of children, it is the play and manipulative materials that give the most positive effect. This is due to the fact that when children are operating or using the manipulative and play materials in activities; more interaction, cooperation, turn-taking, negotiation, instruction, mutual learning can be facilitated. Moreover, different types of activity material elicit different types of behaviour. For instance, if there are many toy guns, tanks, supermen present in the classroom, more boys and even girls would start fighting and attacking. While play materials such as home corner or hospital would initiate children to role-play types of activities. Thus, the types and characteristics of the material provided to children should aim at promoting positive social interaction, cooperation and social behaviour.

Furthermore, sufficient materials should be provided in activities. Researches point out clearly that in areas where space is large with sufficient materials, the argumentative, destructive and aggressive behaviour of children is lower than in areas where space is small with insufficient materials. Insufficient materials lead children quarrelling, snatching toys and other such behaviour. Of course, this does not mean that the more materials you give to children, the better it is. The important points are that first, the types of material should be appropriate; second, the materials provided should be fully used and utilized by children. In some preschools in the mainland, the quantity of the learning material is sufficient, but its rate of usage is low. Some studies point out that it is less than 50 per cent. This should be corrected, otherwise, it is equivalent to providing insufficient materials to children.

Moreover, teachers should provide appropriate types and quantities of material according to the characteristics of different age groups. For instance, since the infant classes are mostly at the parallel or individual play stage, teachers should prepare such toys and materials for them. In the lower and upper classes, more materials and games should be provided to develop their skills in cooperation.

3. The Provision of a Psychological Environment

The provision of a good psychological environment is the most important aspect in a preschool environment. The psychological environment mainly denotes the interpersonal relationships and the general psychological atmosphere of a preschool. This embodies the interrelationships and interactions between teacher and children, children and children, and teacher and teacher. Although it is invisible, it nonetheless affects children tremendously on their emotional and social behaviour, and individual development.

The essence of providing a good psychological environment is in establishing harmonious, wholesome and congenial interpersonal relationships. In the preschool, this includes those between teachers and children, children and their peers, and teachers themselves.

i) Interaction between teacher and children

Teachers are the instructors of children's social behaviour. Apart from teaching correct and appropriate forms of behaviour and rules; teachers' own attitudes and behaviour towards children have an immense role-model effect. Teachers have to note the following when interacting with children:

First, they should demonstrate supportive, respectful and tolerant attitude and behaviour towards children. This is the foundation for establishing a positive teacher-child relationship. This is also a prerequisite for cultivating good social behaviour in children. Children would learn how to treat people and things in the process. Teachers have to be good at identifying and judging correctly various psychological and emotional needs of children. They should not prejudiced against those children who are supposedly displeasing, and should be good at giving positive and encouraging reactions. Some traditional teaching ideas may make some teachers feel that it is difficult to do the above. But in creating an appropriate psychological environment for the social development of children, this is most important and necessary.

Moreover, children should be treated democratically. Teachers should allow children to express themselves and their opinions fully. They should expect children to possess the power to judge for themselves and to make the right choices. They should not oppress but mediate and do not be rigid nor authoritarian in their demands towards children. This free yet not lax, instructive but not dominating attitude and mode of education, can make children feel that they are being respected and encouraged as independent individuals. This helps promote better social adaptability in children, allowing them to be active, bold, confident and to have better self-esteem and self-control.

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When teachers interact with children, they should use a variety of appropriate body languages, such as smiling, nodding, speaking at their eye levels, affirmative gestures, touching, light padding on their heads and shoulders etc. Appropriate use of such non-verbal interactions to express their concern, care, acceptance, encouragement and dissatisfaction should be made more frequent. When teachers talk to children, they should maintain a close distance and eye contacts with the children. Appropriate use of eye contacts and expressions allow children to experience more clearly teachers' attitudes and feedback on their behaviour, thus making them more willing to behave positively as adults expect of them, and to avoid negative behaviour.

ii) Establish a caring and loving atmosphere amongst the peers

Although the interaction amongst children is largely determined by the characteristics of their children groups, education and the effort of the teachers can still do more to cultivate a more positive background for interaction and effectively influence children's attitude and their social behaviour.

a) Guide children in learning how to exchange their feelings and ideas

Children's observation power is usually poor; in particular, they tend to be self-centred. They are not aware of the thoughts, feelings and needs of others and lack understanding of the emotions and feelings of others. Therefore they need the helpful, cooperative, caring, consolatory and sympathetic behaviour important for positive interaction and prosocial behaviour. Thus, teachers can guide children to exchange ideas and feelings mutually by talking about how they feel about certain behaviour and incidents. This would help them to understand the needs and thoughts of their peers, thereby elicit helpful, caring and other positive behaviour. At the same time, this encourages those receiving such kindness to learn about appropriate reciprocal action.

b) Cultivating a caring and loving atmosphere amongst the children

Cultivating a loving and caring atmosphere in a class is an important element of a good psychological environment. When children in a class are in a situation where they bump into each other and yet they do not shout to each other or report to their teacher; rather, they cede to each other and show concern, then, this illustrates that the class has already created a good atmosphere. Such interpersonal relationship and psychological background is the basis where children can further develop a variety of good social behaviour. Teachers should pay heed to permeate such instructions into the details of their daily life and activities. For instance, when playing, toys should be shared and should not be snatched; when one carelessly knocks down another person, one should help the other stand up immediately, and say 'sorry'. When interacting with others, one should be accustomed to saying 'please', 'thank you' or 'sorry' etc. Teachers should pay attention to guiding and encouraging those who lack the skills of interaction or are too shy and nervous to participate actively in class activities by encouraging others to interact with them. This would allow them to have more positive experiences of successful interaction. In turn, it would increase

their confidence in interaction and produce a congenial and harmonious atmosphere in the entire class.

iii) Teacher-teacher interaction

The inter-personal relationships amongst teachers have many influences on the social development of children. First, the interaction amongst teachers is an important role model for interaction and social behaviour amongst peers. If teachers practise the caring, helpful and cooperative behaviour which they teach children amongst themselves, then children would act the same way more easily and more lastingly. On the contrary, if teachers are cold and uncaring, however much they emphasize mutual care and love, the effect would be mitigated. Furthermore, the interaction of teachers will affect the psychological atmosphere of a class and a preschool. If teachers care and help each other, this would bring warmth and congeniality in a class and preschool and stimulate positive social interactions between individuals. Children would also get influenced. Not only would they be pleasant and positive, happy and jovial; they would also learn different modes of appropriate behaviour. Hence whether teachers interact appropriately would affect the social development of children. When creating a quality psychological environment for children, attention must be paid to even the smallest interaction between the main and assistant teacher in a class; and as large as the interaction amongst the whole staff body in the preschool.

In reality, the one environment in preschools does not determine the social development of children. Children are at the same time receiving influence from various big and small environments. And these environments are not independent and static, but are interacting and influencing each other. The process of their interaction and action creates an even larger environmental system. The micro-system described by Bronfenbrenner includes another environment that has a great impact on the social development of children, i.e. the family. The family environment - which involves the family's socio-economic status, member's make-up, mode of interaction, methods of education - is very important in children's social development. Although teachers cannot create and arrange the family environment just as they are able to in preschools; in the education process, they must be aware that every child has its own family influence. They must work hard to publicize to parents the right and correct ideas and methods of education. This would help build a closer school-family relationship that would promote a wholesome and positive social development in children.

主題演講（二）• KEYNOTE SPEECH II

論創設有利於兒童社會性發展的優質環境

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環境對兒童發展的影響是巨大的，在社會性發展上更是如此。早在兩千年前，我國古代就流傳著「孟母三遷」的故事，說明從那時候起，古人已就意識到了選擇、創造一個良好環境對孩子的發展、成才有著多麼重要的作用。如今也有很多家長想方設法把孩子往質量好的幼兒園送，而幼教工作者們也試圖把幼兒園弄得更美觀、漂亮、更能吸引孩子，並希望孩子能從中獲得更好的發展。但究竟甚麼樣的環境更能促進幼兒的發展？本文側重從如何更好地促進兒童社會性發展的角度，與大家共同探討幼兒園優質環境的創設。

一、環境對兒童社會性發展的作用

本世紀以來，越來越多的心理與教育研究工作者認識到了環境作為一個複雜的系統對人的發展的巨大影響。著名的人類發展生態學家布朗芬布倫納（Bronfenbrenner. U）認為，個體發展的環境是一個由小到大層層擴展的複雜生態系統，每一個系統都會通過一定的方式對個體發展施以其影響。這些環境以學校、家庭、社區、整個社會文化以及個體與其環境之間、環境與環境之間的相互作用過程與聯繫等不同的形式具體地存在於個體發展的生活中，在個體發展的不同時期在不同方面給予不同的影響。基於勒溫的著名的「行為是人與環境的複合函數」這一公式，布朗芬布倫納認為「發展是人與環境的複合函數」，即D=f(PE)。其中，D指Development（發展），P指People（人），E則指Environment（環境）。

布氏的理論對幼兒教育有很大的啟示。在其提到的小、中、外、大幾種環境系統中，小環境系統的定義是：「小環境系統是一些活動、角色以及人際關係模式。這些活動、角色和人際關係是一個身處特定環境發展中的個體親身經歷的。這裡所說的環境，必須是個體直接面對和接觸的，並且，該環境具有某種物質和物理特徵。同時，它還包括具有鮮明氣質、人格特徵及信仰系統的其他人」（Bronfenbrenner.U, 1989）。小環境系統對幼兒發展的影響引起了研究者濃厚的興趣。對幼兒來說，因其年齡小，心理發展不成熟，活動和思維的獨立性還很弱，還不會自己主動地、自覺地選擇、影響周圍的環境，因此受特定環境的影響更大。同時由於在幼兒期，幼兒在家庭和幼兒園中的時間最多、最長，與父母、教師、同伴等的接觸也最多、最密切，因此，家庭和幼兒園是對幼兒具有最直接、重大影響的兩個小環境系統。近年來，研究者們從其理論出發對幼兒園以及幼兒所處的其他小環境系統對幼兒行為和發展的作用進行了探討，得出了不少開創性的、有意義的成果。

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眾多研究表明，幼兒園的物理環境和空間使用狀況對幼兒的行為會有較大的影響。其中包括擁擠狀況、活動空間的分隔設備安排、戶外活動場地和活動器械等等。活動材料的數量、種類、類型和陳放的方式也是重要的影響因素。同時，幼兒園的心理、社會環境（也即精神環境）是影響幼兒社會性發展的更為重要的一個方面。同伴關係、師生關係、教師間的關係和教師與家長的關係等在幼兒整個教育特別是社會性發展中的作用無法估計。

因此，我們必須充分注意環境對幼兒發展的重要影響，關注幼兒成長的環境，自覺、盡可能地為幼兒創造、提供有利於他們發展的優質環境，以促進幼兒社會性的積極、健康發展。

二、 物質環境的創設

物質環境主要包括幼兒園活動空間布置與材料運用的諸多方面。為有利於對幼兒社會性進行教育、培養，必須注意考慮以下幾個方面：

1. 給幼兒一個優美、安全、衛生的環境

幼兒園物質環境的創設首先要考慮是否具備美觀、安全、衛生的特徵。這是大家很容易想到的，也是很多幼兒園和教師已經做到的。但是，在這一點上有必要指出的是必須要把握好度。須知過猶不及，當前有一些幼兒園和教師過份重視對活動室等場地的美化、裝飾，把孩子的周圍環境弄得過於五彩斑斕、花花綠綠，這實際上對孩子的發展不僅不能帶來更大的益處，反而容易引起孩子注意的分散。有時，帶有過份刺激性色彩和過於複雜、美觀的佈置還會引起幼兒煩燥、不安的情緒以及其他不適行為。因此，幼兒園室內外的佈置和擺設應以美觀、簡單、和諧為原則。這樣的環境不僅能使幼兒得到美的熏陶，還能感覺舒適、愉悅、情緒穩定。

2. 活動空間的設置

活動空間是幼兒和教師、幼兒和幼兒相互作用最多、最頻繁的地方，活動空間的種種特性在極大程度上影響幼兒的社會性交往與行為。在活動空間的設置上，要注意：

首先是活動空間的分隔。在活動室內，幼兒的活動空間通常劃分成若干個活動區域，例如認知區、積木區、圖書區、美工區、音樂舞蹈區、娃娃家等等，以使幼兒開展各種不同的活動。這種分隔活動空間的方法自有其優越之處，但要注意它應當有利於幼兒間的交往和與教師的交流、接觸。區與區間的分隔板或櫃子不宜過高，特別是不宜規定區與區之間不能相互隨意往來，而且每個區嚴格限定人數。這樣，當會使活動區成了限制幼兒在活動中充分、自由進行交往的障礙。

在室外活動空間方面，不僅要注意考慮大、中、小各班的活動場地的劃定，還要重視全園公用的、混合場地的使用，以適合不同年齡的幼兒間的相互交往。例如，有的幼兒園將室外的公共大型器械場地定期設置若干個點向全園開放，每個點都由一、兩名教師進行指導、監護，讓每個班的幼兒自由選擇自己喜歡的點和伙伴加入活動，這是一種非常有益的室外場地的安排和使用方法。

其次，要考慮空間密度和組內人數的規模。空間密度是指在活動場地面積一定的情況下，每單位面積參與活動的幼兒的多少。這是影響幼兒社會性行為的一個重要因素。國內外學者的研究均發現（朱家雄，1996;Smith, P.K, 1982;Loo, C. M, 1972），幼兒園活動室的空間密度高於一定的界限，會使幼兒在遊戲活動中較多地產生爭執、爭吵、打鬥等消極社會行為，而空間密度過小則不利於交往的發生。因此，在創設環境時，要注意適當的空間密度，避免過分擁擠和過於稀疏的狀況。一定活動空間內或每組內人數過多或過少都不利於積極社會性交往和行為的產生。

最後，活動空間的性質、大小應能符合幼兒的多種需要。在一個適宜幼兒社會性發展的環境中，既應當有適用於全班集體性活動的大空間，又應有能讓幾個幼兒一起活動的中空間。如果有條件，還需要有能讓個別兒童單獨活動的小空間。這裡特別要提到的一點是，應當為幼兒創設一定的小而安靜的私密空間。它在滿足幼兒獨處的需要和其他一些情緒情感、親密交往的需要上是相當重要的。

3. 活動材料的設置

在幼兒園的物質環境中，活動材料的設置與投放對於幼兒社會交往行為的影響也是相當大的。活動材料的種類、性質、數量、配置關係和陳列方式等都與幼兒的社會性發展有密切的關係。

首先，應為幼兒提供適宜功能、種類的活動材料。幼兒園的活動材料按其經常的功能、用途可以分成學習類、音樂類、美工類、遊戲類和操作類等等。目前研究表明，對幼兒社會性發展來說，更起積極作用的是遊戲及操作類的材料，因為兒童在操作、運用遊戲與操作類材料的活動過程中，能開展更多的交流、合作、輪流、協商、指導、互學等交往。而且，不同種類的活動材料還會引發幼兒不同的行為。例如:活動室中如果有大量的玩具槍炮、坦克、變形金剛等，就較容易導致男孩子甚至女孩子的攻擊、打鬧等行為而娃娃家、醫院等類的遊戲材料則常常促使孩子產生角色遊戲一類的活動。因此，提供給幼兒的活動材料的種類與性質，應以促進幼兒間積極的交往與合作、良好的社會性行為和情感的發生等為重要目標。

其次，要提供數量充足的活動材料。研究表明，在活動面積較大和活動材料豐富的情況下，兒童表現出來的競爭性、侵犯性和破壞性行為都低於活動空間小、活動材料貧乏的情景。活動材料貧乏易導致兒童發生爭執、搶奪玩具等行為。當然，這並不是說給予幼兒

3.

的材料越多就越好，重要的在於一種類要適宜，二要讓提供給幼兒的材料真正地發揮作用，提高其利用率。在內地一些幼兒園中，玩教具本身的數量是充足的，但其利用率不高，有的研究表明還不到50%，這需要糾正，否則就等於沒有給幼兒提供足夠的活動材料。

另外，教師應根據各個年齡班幼兒活動特點，分別提供適宜種類和數量的材料。例如，小班幼兒大都處於平行遊戲或獨自遊戲的階段，教師就應多準備一些相同種類的玩具和其他材料；而到了中大班以後，則應更多地為他們準備、提供有宜於發展合作性遊戲的活動材料。

三、 精神環境的創設

良好精神環境的創設是幼兒園環境創設中最為重要的方面。幼兒園的精神環境主要指幼兒園的人際關係及一般的心理氣氛等，具體體現在教師與幼兒、幼兒與幼兒、教師與教師間的相互作用、交往等方式等方面。它雖然是無形的，但卻極大地直接影響著幼兒的情感、交往行為和個性的發展。

創設良好精神環境的核心是建立融洽、和諧、健康的人際關係。在幼兒園中，它主要包括教師與幼兒間、幼兒同伴間以及教師與教師間的關係等。

1. 教師與幼兒的交往

教師是幼兒社會性行為的指導者。除了教給幼兒正確的、適宜的行為方式與規則以外，教師自身對幼兒的情感態度、行為方式及其榜樣的作用是巨大的。教師在與幼兒的交往中要注意：

首先，應對幼兒表現出支持、尊重、接受的情感態度和行為。這是建立師生間積極關係的基礎，也是進一步培養幼兒良好社會性行為的前提條件。幼兒從中學習如何待人接物。教師要善於及時發現、正確地判斷幼兒的各種情感需要，熱愛、理解、尊重兒童，不對所謂不招自己喜歡的幼兒產生偏見，並善於適時的對幼兒作出積極的行為反應。一些傳統的教育觀念與個性使我們有些教師常常感到做到以上似乎有點困難，但是對於創設一個適宜於幼兒社會性良好發展的精神環境來說，這卻是極為重要的，也是必須的。

其次，應當以民主的態度來對待幼兒。教師要允許幼兒充分表達自己的想法和建議，相信幼兒有自我判斷、作出正確選擇的能力，善於疏導而不是壓制，不以權威的身份生硬地命令與要求幼兒。這種自由而不放縱，指導而不支配的民主的教養態度和方式能使幼兒感受到被視為獨立的個體而受到的尊重和鼓勵，有助於幼兒具有較強的社會適應能力，能夠積極、主動、大膽、自信，更好地自我接納與自我控制。

再次，在教師與幼兒的交往中，要盡量採用多種適宜的身體語言動作。例如，微笑、點頭、注視、肯定性手勢、撫摸、輕拍腦袋、肩膀等。在師生交往中，應盡量多採用這類"此時無聲勝有聲"的方式，用身體接觸、表情、動作等來表示自己對幼兒的關懷、接納、愛撫、鼓勵或者不滿意、希望停止當前行為等。教師在與幼兒交談時，最好保持較近的距離、姿態的平行和視線的接觸。恰當的眼神、表情的使用能使幼兒對教師的情感狀態和其對自己行為的反饋有更清楚、明確的體會，因而更願、更有可能發出成人期望的積極行為而避免消極行為。

2. 幼兒與幼兒的交往

雖說幼兒與幼兒間的交往態度、行為在很大程度上是由幼兒群體的自身特徵決定的，但教師也可以通過對幼兒進行教導和自身的努力來為幼兒創造一個積極交往的背景，並有效地影響幼兒間的交往態度和社會行為。

1 引導幼兒學會相互交流自己的思想、感情

幼兒的觀察能力比較差，尤其是存在比較明顯的自我中心的傾向，對他人的思想感情、需要等不善於察覺。而缺乏對他人情緒情感狀態的瞭解、體會，就會導致幫助、合作、關心、撫慰、同情等積極交往和親社會行為的缺乏。因此，教師可以通過引導幼兒相互間交流自己的思想和感情，相互說說對某件事、某種行為的感受，以幫助幼兒了解同伴的需要、想法，進而產生幫助、關懷等積極行為。同時，這也有助於使得到幫助行為的幼兒學會適應的反饋方式。

2 建立同伴間相互關心、友愛的氣氛

在全班建立相互關心、有愛的氣氛是良好精神環境創設的一個重要內容。當一個班上的幼兒在你碰我、我碰你的活動狀態下，沒有相互嚷嚷，也沒有向老師告狀，而是相互禮讓、詢問關心時，則說明這個班已經形成了良好的班級氣氛。這是進一步促使幼兒產生各種良好社會行為的極為重要的人際關係與心理背景基礎。教師要注意將這方面的教導貫穿於日常生活、遊戲、教育活動中的每一個細節中，例如，遊戲時玩具要共享，不能搶奪；當不小心碰到別人時，應趕緊把他她扶起，並幫著撣撣土，說聲「對不起」；當自己被人撞時，不能得理不讓人，大聲嚷嚷，更不能因此又去打別人；相互交往時應習慣說「請」、「謝謝」、「對不起」等用語，等等。教師還要注意鼓勵、引導缺乏交往技能或膽怯畏縮的幼兒積極參與到班級活動中來，並通過鼓勵其他幼兒多與其交往，使其得到更多的成功交往的愉快體驗，以增強其交往的自信心和形成全班整體性的和諧、溫馨的氣氛。

3. 教師與教師的交往

教師與教師間的人際交往對幼兒的社會性發展具有多重的影響。首先，教師間的交往是幼兒進行同伴交往和發出社會行為的重要學習榜樣。教師教給幼兒要互相關心、幫助、合作等行為，如果教師間自己也做到了，那幼兒就更容易產生這種行為方式並且有助於它們長期穩定下來；反之，如果教師之間就是漠不關心、人情冷淡，教師再怎麼強調培養孩子的相互關懷與友愛，其效果也勢必大打折扣。其次，教師間交往影響到一個班級、幼兒園能否具有良好的心理氛圍。如果教師間相互關心、相互幫助，這就會給班級、幼兒園帶來一種溫情、和睦的氣圍，容易激發個體間做出積極的社會性行為。幼兒也會從中耳聞目染，不僅情緒積極愉悅，生活得愉快活潑，而且能學會各種正確、適宜的行為方式。因此，教師間交往的適宜與否是影響兒童社會性發展的重要方面，在為幼兒創設利於其社會性發展的優質精神環境時，必須要注意小至一個班的主班老師、主配班老師之間，大至全園教師和全體教職工之間的交往，都應當成為幼兒良好社會性發展的榜樣。

實際中，幼兒的社會性發展並非單純受幼兒園一種環境的影響，他們同時還接受來自其他大大小小的各種環境的影響。而且，各種環境之間也不是獨立、靜止存在，而是相互作用、相互影響的，其作用過程和關係又形成更大的環境系統。在布朗芬布倫納所提到的小環境系統中還包括另外一個對幼兒社會性發展來說非常重要的環境，即家庭。家庭環境，包括其社會經濟地位、人員構成、相互交往方式、父母教養方式等，其對幼兒社會性發展的導向作用影響極其重要。教師雖然不能像創設幼兒園環境那樣去設計和塑造幼兒的家庭環境，但在其教育過程中，一定要注意到每個幼兒都有不同的家庭環境影響，並且應努力向家長宣傳、傳遞適宜、正確的教育觀念和行為，建立密切的家園聯繫，以影響、促進幼兒社會性更加積極、健康的發展。

6.